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Invited Article

A Historical Analysis of the *European Journal of Psychological Assessment*

A Comparison of the Earliest (1992–1996) and the Latest Years (2005–2009)

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Abstract. We conducted a historical analysis of the articles published in the first (1992–1996) and last 5 years (2005–2009) of the *European Journal of Psychological Assessment* (*EJPA*), mainly on the basis of an analysis of abstracts and keywords of articles. We dealt with the impact of *EJPA*, the main characteristics of its articles, its evolution, and to what extent main features in psychological assessment are represented in the journal. *EJPA* is a journal with a steadily rising impact factor that is relatively high for the field of assessment. Authorship is mainly European and coauthors usually come from the same country. The personality domain has gained popularity at the expense of cognition and education. Questionnaires are the most often and increasingly popular assessment method; there is also a tendency to employ multiple instruments and methods, and computerized assessment. More recent volumes have fewer substance-oriented and more measurement-oriented studies, notably studies in which validity is addressed by factor-analytic procedures. The incomplete coverage of recent developments in psychological assessment is discussed.

Keywords: *European Journal of Psychological Assessment*, psychological assessment, historical analysis, content analysis, authorship location

The *European Journal of Psychological Assessment* (*EJPA*), the flagship in the field of European psychological assessment, has just completed its 25th volume. The current editorial policy stipulates that *EJPA* aims at disseminating articles dealing with both theoretical and applied developments within the field of psychological assessment (European Journal of Psychological Assessment, 2010). An aspect highlighted in the policy is that both academicians and practitioners are targeted, both as authors and readers. The journal attempts to further psychological assessment as a discipline that is grounded in the scientific foundations of psychology and directed to generate more applied and practice-oriented developments. We analyzed the journal with the aim of identifying the contents of past and present publications and current publication trends. We were also interested in the achievements and status of the journal in the field of assessment and in an analysis of the place of the journal in the field, addressing the question of which assessment topics are covered and not covered in the journal.

Our work draws on similar analyses done for journals in related fields, in particular the *Journal of Cross-Cultural Psychology* (Best & Everett, 2010; Brouwers, van Hemert, Breugelmans, & van de Vijver, 2004; Lonner, Smith, van de Vijver, & Murdock, 2010), and the *International Journal of Testing* (Zenisky & Crotts, 2010). Our analysis starts with a general description of *EJPA* and the historical and scientific context of the journal.

EJPA and *Evaluación Psicológica/Psychological Assessment*

No previous content analyses of *EJPA* have been conducted; yet, Fernández-Ballesteros (1991) performed such an analysis of *Evaluación Psicológica/Psychological Assessment,* the germinal Spanish journal that was renamed *European Journal of Psychological Assessment* (*EJPA*), between 1985 and 1989. Fernández-Ballesteros observed that most articles dealt with personality (14.7%) and intellectual aspects (14.7%), while basic assessment methods like observations and interviews were also an important focus (9.4%). This balance between personality and intelligence assessment might be specific to the Spanish context or the result of a small number of articles examined. In contrast,

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in his analysis of the citations in the whole field of psychology from 1950 to 1999, Aiken (1999) found a large and still widening preponderance of personality testing over intelligence testing; publications about personality testing were five times more frequent in the last period. *Evaluación Psicológica /Psychological Assessment* had a clear international orientation and published articles both in Spanish and English; yet, the transition to *EJPA* implied a stronger orientation on Europe that may have contributed to an internationally wider range of authorship/readership and to a bigger diversity of methods, approaches, and topics covered in research on psychological assessment.

Developments in the Field

The situation of research, teaching, and practice of psychological assessment differed in various European countries in 1991, as can be derived from the descriptions for Germany (Westmeyer, 1991), the Netherlands (Ter Laak & De Raad, 1991), and Spain (Fernández-Ballesteros, 1991). Curriculum reforms affected psychological assessment at that time in teaching institutions within each country. For instance, in Germany, the psychological assessment curriculum was expanded to include both testing aspects and more applied elements of the process of assessment. Some further changes may have derived more recently as a consequence of the Bologna declaration on the European Higher Education Area (EHEA) agreed to in 1999 by 29 countries.

Regarding the practice of psychological assessment, some notable advances started to take place at the end of the 20th century and were further developed at the beginning of the 21st century (Fernández-Ballesteros, 1999; Hambleton & Wedman, 1997). The use of computers in different stages of the assessment process – administration and construction, scoring, and interpretation of the tests – (Hambleton & Wedman), as well as the use of sophisticated laboratory techniques and new developments in neuroimaging techniques (Fernández-Ballesteros) are among those innovations. Other advances in the area refer to the increasing development and relevance of guidelines and/or standards for several aspects of assessment (e.g., Bartram, 2001; Eignor, 2001; Hambleton, 2001; van de Vijver & Hambleton, 1996), and of the accreditation of test use and testing qualifications (Bartram, 1996, 1998, 2001). The emergence (or expected higher salience) of other domains within psychological assessment also deserves mention: Neuropsychological assessment, person-specific situation assessment, cross-cultural assessment, aging, and environmental issues were discussed by Fernández-Ballesteros 10 years ago.

Technological developments have influenced assessment procedures (Fernández-Ballesteros, 1999); we refer here, in particular, to computer-assisted assessment and psychometric and statistical developments. The developments of the last decade were well anticipated by Hambleton and Wedman (1997) when they argued that the new psychometric models that were developed at that time would provide a "more useful framework for assessment development" (p. 1). A recent analysis in research in the testing subfield (Zenisky & Crotts, 2010) confirmed the current trend of use. More sophisticated data-analytic procedures and measurement models (see, e.g., Best & Everett, 2010), may have led to higher usage, since they are particularly useful for scales, but not so widely used in other assessment methods such as interviews and projective tests.

Method

The articles published in *EJPA* in the first 5 years (earliest period: 1992–1996) and in the last 5 years (latest period: 2005–2009) were retrieved from the PsycInfo database. Editorials, introductions/summaries of special issues, book reviews, and errata were excluded from the analysis, producing a total of 278 articles (116 for the earliest period and 162 articles for the latest period). Three sources of information were taken from the database: authorship location byline, abstract, and key words. We used the keywords that appeared in the article as provided by the authors.

Measures

The variables considered for the analysis and their measurement are as follows:

Impact Factor

Impact factors were taken from the Web of Knowledge, compiled by the Institute for Scientific Information.

Author Location

The country of the affiliation of the first author was retrieved from the articles, for which an order number was assigned. For each article, the number of authors and their respective country affiliations were also recorded.

Salient Themes

Keywords were retrieved from the articles. After clustering synonyms, keywords were included in the dataset in one variable for each period.

Domain

Each article was assigned to one (or in some cases to two) of the following 11 categories: general assessment, clinical and health psychology, personality, cognition and educa-

tion, cross-cultural psychology, social psychology, developmental psychology, industrial and organizational (I/O) psychology, emotions, attitudes, and other.

Method

The methods used were assigned to eight categories: personality, attitudes, or values questionnaires; cognitive and educational tests; direct observation; interviews; indirect measures (including implicit association tests and projective tests); rating scales derived from observation by others (not the professional assessor), other, and none. The use of multiple methods was recorded as another variable, which was applied when two or more of the above methods were employed. The two levels were: 0 = No use of multiple methods and 1 = Use of multiple methods.

Number of Instruments

Information provided in the abstract was read to find out the number of instruments used in each article, which was coded as a continuous variable. It ranged from 0 to 16.

Population Type

We distinguished six categories (studies involving more populations received more scores): children and adolescents: normal, children and adolescents: clinical, adults: normal, adults: clinical, special population: workers/professionals/experts, and other.

Computerized Assessment

Two levels were assigned: 0 = no use of computerized assessment; 1 = use of computerized assessment.

Focus

The focus of the article was scored in one of three categories: substance-oriented empirical studies, substance-oriented process and theory, and measurement-oriented.

Measurement Procedures

The measurement procedures of only those articles that were classified as measurement-oriented were assigned to 1 (or up to 3) of the following 10 categories: factor analysis, test elaboration, test adaptation, equivalence, scoring norms and scaling, item response theory (IRT), differential item functioning (DIF), multitrait-multimethod (MTMM), measurement invariance, and other.

Measurement Properties

The abstracts of the measurement-oriented articles were also scrutinized for the presence of statements about validity and/or reliability. They were assigned a value (0 = no, or 1 = yes) for validity and another one (0 = no, or 1 = yes) for reliability.

Procedure

Some characteristics required a judgmental strategy based on content analysis. The categories for the analyses were set by the two authors in a first phase, and redefined in a second phase, where some categories with very few examples were clustered. For this purpose, the first author went through the abstracts and assigned them directly to the predetermined specific categories of the variables for the clearest cases. For the less easily classifiable entries, the scoring was done in a discussion between the two authors until agreement was reached.

An additional analysis involved the examination of the most often used keywords in each period. Synonyms and similar terms (e.g., psychometrics and psychometric properties, or adolescence and adolescents) were taken together. A cut-off point of a frequency of at least three keywords for the earliest period and five for the latest period was established; the differential threshold was used to adjust for the lower total number of keywords in the first years (N = 207) as compared to the last years (N = 709).

Results

Impact Factor of *EJPA*

We wanted to gain insight in the impact of *EJPA* from two perspectives: (1) How has the impact factor evolved over the years? and (2) What is the size of the impact factor of *EJPA* in comparison to other journals of psychological assessment from the ISI Web of Knowledge? Impact factors (displayed in Figure 1) were available from 1998 onward, which is the first year when *EJPA* was included. *EJPA* shows a steady increase since 1998, coming from an impact factor of 0.396 in that year to an impact factor of 1.561 11 years later (the last impact factors are for 2009). Compared to sister journals in the assessment domain, such as *Assessment* and *Psychological Assessment*, *EJPA* seems to have gained prominence in the field, starting from the lowest position in 1998 to a middle position in 2008.

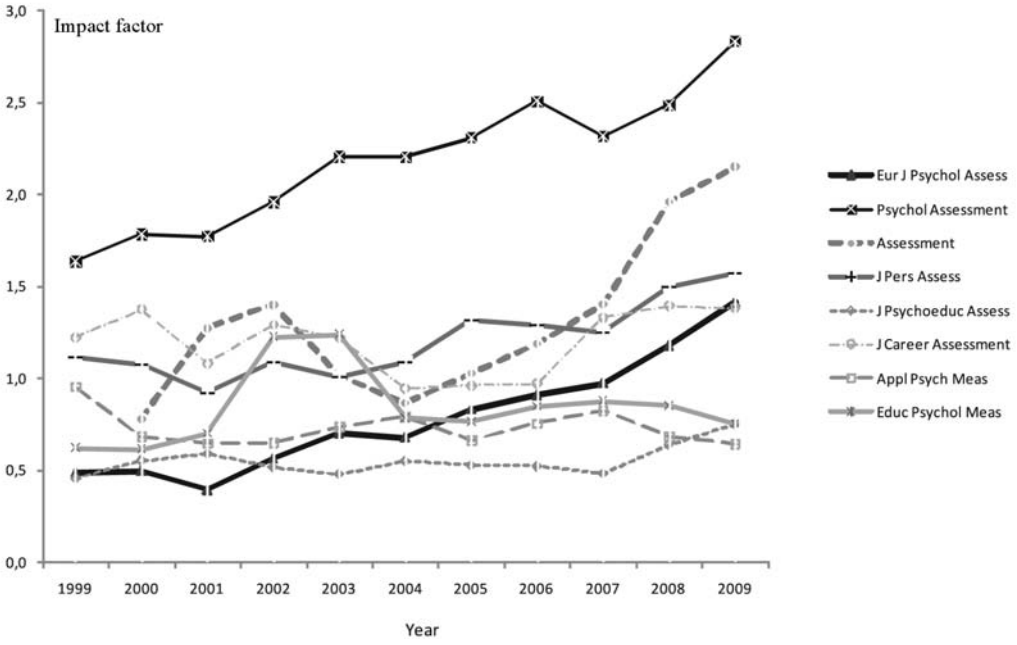

Figure 1. Annual impact factor of *EJPA* and related journals.

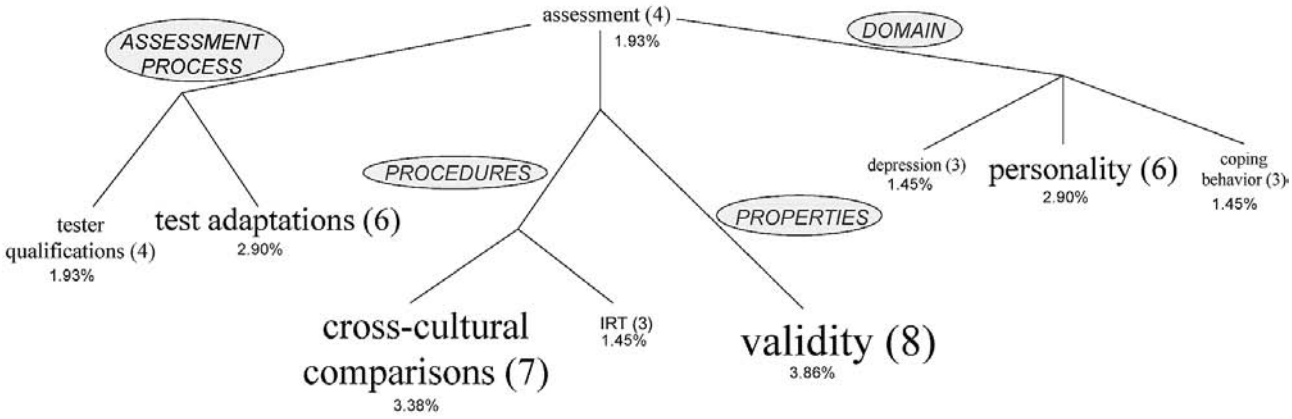

Figure 2. Most frequently used keywords in the earliest *EJPA* articles (only for the 1994–1996 period). Words with numbers in brackets (frequencies) are keywords; capitalized and italicized words correspond to the labels of the categories. Different font sizes are used to visually represent the differences in frequencies. IRT = item response theory.

Location of Authors' Affiliations and Number of Authors

Most articles were written by authors from the same country; the average number of countries of authors was 1.22 (SD = 0.53); there are a few notable exceptions, one article aimed at cross-cultural assessment in countries of three continents (e.g., Ambwani, Warren, Gleaves, Cepeda-Benito, & Fernández, 2008) and another involved a collaboration of clinicians of various European countries (e.g., Witteman, van den Bercken, Claes, & Godoy, 2009). Authorship has not become more (or less) international across the two periods, $t(213) = -.535$, $p = .593$, $d = .07$.[1] It is important to note that the number of authors involved in articles has increased from the earlier period (M = 2.09, SD = 1.41) to the later period (M = 3.15, SD = 1.81), $t(276) = -5.23$, $p < .001$, $d = .63$; the change may be a result of various factors, such as the need to publish more or to conduct more complex or larger studies.

An initial inspection revealed that the distribution of country affiliations of all authors of an article was very similar to that for first authors; therefore, we restricted the rest of analyses to the main (first) authors. Percentages of main authorship for each country (and European continent) are displayed in Table 1, where χ^2 value and Phi index of effect size are indicated for the total percentages of European vs. other con-

[1] Only articles with at least two authors were considered in the analysis of the level of internationalization.

Table 1. Percentages of location of first authors of *EJPA* articles in the two periods

Location	1992–1996 (N = 116)	2005–2009 (N = 165)	χ^2	φ
USA	26.7	4.2		
Spain	19.8	15.2		
The Netherlands	16.4	12.7		
Germany	12.1	27.3		
UK	6.0	3.0		
Canada	3.4	1.2		
Austria	1.4	1.2		
Sweden	1.4	3.0		
Australia	0.9	3.6		
Croatia	0.9	0.0		
Denmark	0.9	0.0		
Egypt	0.9	0.0		
Finland	0.9	1.2		
Hong Kong	0.9	0.0		
Iceland	0.9	0.0		
Ireland	0.9	0.6		
Italy	0.9	2.4		
Mexico	0.9	0.0		
Norway	0.9	1.2		
Portugal	0.9	0.0		
Russia	0.9	0.0		
Switzerland	0.9	6.1		
Belgium	0.0	7.3		
Greece	0.0	3.0		
Israel	0.0	1.8		
France	0.0	1.2		
Turkey	0.0	1.2		
Estonia	0.0	0.6		
Poland	0.0	0.6		
Singapore	0.0	0.6		
Slovenia	0.0	0.6		
Europe	66.4	87.3	17.04***	.25
Elsewhere	33.6	12.7		

Note. In those cases where authors had affiliations in two countries, the first one has been considered to select the location. ***$p < .001$.

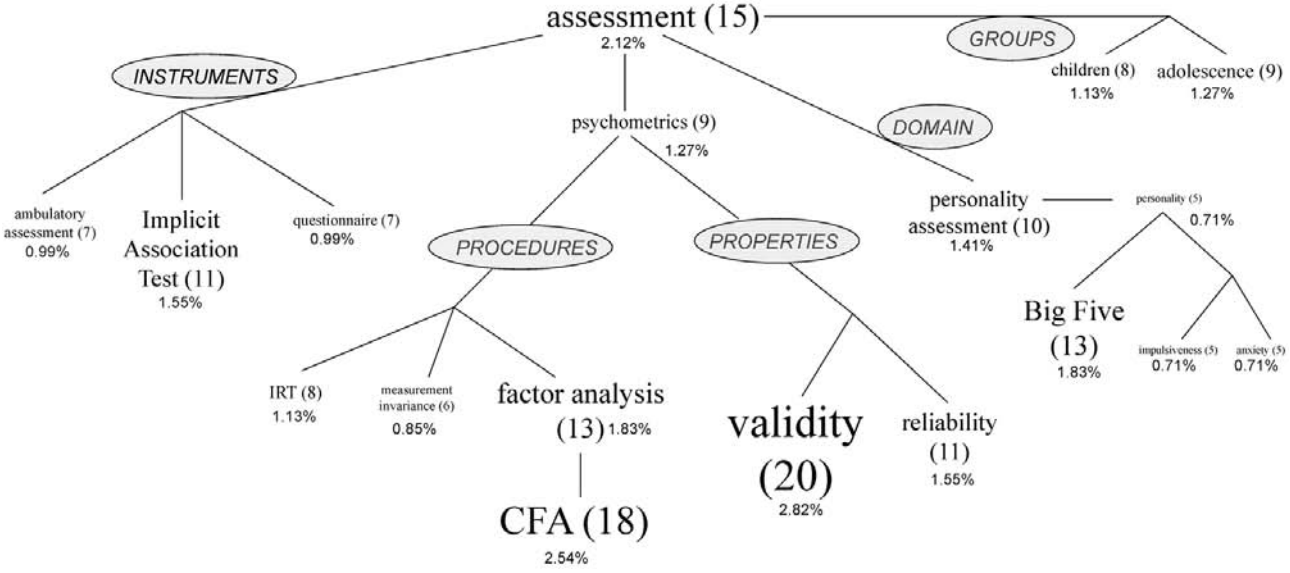

Figure 3. Most frequently used keywords in the latest *EJPA* articles (2005–2009). Words with numbers in brackets (frequencies) are keywords; capitalized and *italicized* words correspond to the labels of the categories. Different font sizes are used to visually represent the differences in frequencies. IRT = item response theory; CFA = confirmatory factor analysis.

tinents of origin.[2] There has been an increase in articles coming from European countries across the two periods. This increase derives mainly from the fact that the previously prominent participation from U. S. authors has shown a decline, whereas Germans have become the prominent providers of articles in the last five years (2005–2009). The European presence is further boosted by some countries that were not (or hardly) represented in the beginning of the journal, such as Belgium and Switzerland. Considering both periods, the data yield a clear picture about the origin of authors; Spain and the Netherlands are, along with Germany, the countries from which most *EJPA* articles originate.

[2] The magnitude of Phi (φ)/Cramer's Phi (φ_c) index effect size might be interpreted in the same way as Pearson correlation coefficients.

Table 2. Percentages of domains, methods, and population types of *EJPA* articles in the two periods[a]

Categories	1992–1996 (N = 116)	2005–2009 (N = 162)	χ^2 (d.f.)	φ_c
Domain (N = 346)				
General assessment	23.5	5.1	59.45*** (10)	.41
Clinical and health psychology	21.5	21.3		
Personality	17.4	36.5		
Cognition and education	15.4	9.6		
Cross-cultural psychology	8.7	2.5		
Social psychology	3.4	3.0		
Developmental psychology	3.4	1.0		
I/O psychology	2.7	6.6		
Emotions	0.7	5.1		
Attitudes	0.0	5.1		
Other	3.4	4.1		
Method (N = 334)				
Personality, attitudes, values questionnaires	36.2	63.7	67.79*** (7)	.45
Cognitive and educational tests	9.2	6.4		
Direct observation	6.9	2.5		
Interviews	3.8	3.4		
Indirect measures	2.3	5.4		
Rating scales (others reported observations)	3.8	8.8		
Other	4.6	6.4		
None	33.1	3.4		
Use of multiple methods (N = 278)	8.6	22.8	9.73** (1)	.19
Population type (N = 259)				
Children and adolescents: normal	18.8	16.8	7.74 (5)	.17
Children and adolescents: clinical	2.5	1.7		
Adults: normal	45.0	57.5		
Adults: clinical	18.8	10.1		
Special population: Workers/professionals/experts	11.3	6.7		
Other	3.8	7.3		

[a]Total number of codings is larger than total number of articles, because many articles involved more categories. **$p < .01$, ***$p < .001$.

Salient Themes

The most frequently used key words are displayed in Figure 2 (earlier period) and Figure 3 (later period). The term "validity" clearly stands out in both periods, being the main topic in both periods. However, there are also remarkable differences between the periods. Terms related to the assessment process ("test qualifications" and "test adaptations") only emerged more frequently in the first period (e.g., Bartram, 1996; Hambleton, 1993; Hambleton & Kanjee, 1995), whereas instrument-related words ("ambulatory assessment," "questionnaire," and "implicit association test") emerged in the second period (e.g., Dewitte, De Houwer, & Buysse, 2008; Gschwendner, Hofmann, & Schmitt, 2008; Richetin & Perugini, 2008; Teige-Mocigemba, Klauer, & Rothermund, 2008). The high rate of the "ambulatory assessment" and "implicit association test" key words derives partly from the existence of a special issue on these topics). The domain of personality assessment is present in both periods; yet, its manifestation is more specific in the latest one, where the "Big Five" emerges as the dominant paradigm in publications. Finally, "factor analysis" is revealed as the most popular procedure in the last years; the prevalence of confirmatory factor analysis is especially remarkable, as was recently also observed in an editorial (Schweizer, 2010).

Domains, Methods, and Population Types

Table 2 presents an overview of the summaries in terms of domains, methods, and population types; percentages, as well as χ^2 values and Cramer's ϕ index of effect size for the comparison of cells, are shown in the table. The significant differences in domains across the two periods can be mainly accounted for by an increasing popularity of the person-

Table 3. Percentages of focus, procedures, and properties of *EJPA* articles in the two periods

Focus of the article	1992–1996 (N = 116)	2005–2009 (N = 162)	χ^2 (d.f.)	φ_c
Focus (N = 278)				
Substance oriented				
Empirical studies	19.8	13.0	65.44*** (2)	.49
Process and theory	43.1	6.2		
Measurement-oriented (N = 174)	37.1	80.9		
Procedures (N = 264)				
Factor analysis	28.1	40.1	87.35*** (9)	.58
Test elaboration	15.8	15.0		
Test adaptation	12.3	13.0		
Equivalence	10.5	4.3		
Scoring norms and scaling	7.0	3.4		
IRT	5.3	4.3		
DIF	3.5	1.0		
MTMM	1.8	4.8		
Measurement invariance	0.0	4.8		
Other	15.8	9.2		
Properties (N = 174)				
Validity	53.5	69.5	3.66 (1)	.15
Reliability	30.2	46.6	3.53 (1)	.14

Note. Cross-cultural comparison entries have been included in the test adaptation category because they often appear together in the articles. [a]Total number of reported procedures is larger than total number of articles, because many articles involved more procedures. IRT = item response theory; DIF = differential item functioning; MTMM = multitrait-multimethod. ***$p < .001$.

ality domain and a simultaneous decrease of the cognition and education domains. Though still relatively small, articles on emotions (e.g., Ihme & Mitte, 2009; Oceja & Carrera, 2009) and on attitudes (e.g., Goudas, Magotsiou, & Hatzigeorgiadis, 2009; Kuppens, Grietens, Onghena, & Michiels, 2009) have become more popular.

Various methods are employed in the articles, however, there is a clear preponderance of personality questionnaires. In the last period, not less than 63.7% of the publications employed questionnaires. This increase is accompanied by a sharp reduction in articles not using any method, which usually are theory-oriented. The ease of use as compared to other methods and the increasing need/pressure of authors (especially researchers) to publish may motivate this strong preference for personality questionnaires.

At the same time, a tendency toward more complex assessment can be derived from the increased use of multiple methods and instruments. Thus, the use of multiple methods increased from 8.6% of the total in the earlier period to 22.8% in the later period. This is the consequence of a higher availability of diverse methods in the last years. Similarly, the number of instruments has increased from the earlier period (M = 1.23, SD = 1.84) to the later one (M = 2.35, SD = 2.26), $t(276) = -4.518$, $p < .001$, $d = .54$.

The population types seemed to be quite stable. Most articles published in the journal used normal samples, especially adults, even though in some cases normal samples can be more appropriately described as a "special population of professionals" or "other".[3]

Computerized Assessment

We observed a slight growth in the use of computerized assessment, from 5.2% of the total of articles in the earlier period to 16.0% of the total of them dealing with it in the later period, $\chi^2(1, N = 278) = 7.85$, $p < .01$. The increase is even more pronounced when only the last 3 years are considered, rising in this case to 22.2% of the total articles. Moreover, the newer studies cover a wide range of methods, domains, and contexts, and include computerized cognitive testing in the lab (e.g., van den Noort, Bosch, Havekort, & Hugdahl, 2008), over the Internet (e.g., Stankov, Lee, & Paek, 2009), explicit measures of attitudinal personality online (e.g., Batinic, Wolff, & Haupt, 2008), implicit measures of personality in the lab (e.g., Rudolph, Schröeder-Abé, Schütz, Gregg, & Sedikides, 2008; Schmukle, Back, & Egloff, 2008), and more classical

[3] Although the participants included in the "other" category are nonclinical adults, a separate category was deemed necessary to acknowledge the specific nature of them, and whose scores/results made sense only in that population type. Instances of this category included driving-license examines (e.g., Sundström, 2008) or nonprofessional athletes (e.g., Gaudreau, Sanchez, & Blondin, 2006; Sheard & Golby, 2009).

Stroop tasks using the computer (e.g., Sideridis, 2009). This clearly differs from the oldest articles that were mainly focused on describing the potential advantages of the use of computerized testing (e.g., Jäger, 1994; Schoenfeldt, 1994) instead of applying them.

Focus and Measurement Features

Data regarding focus and measurement features are displayed in Table 3; percentages, as well as χ^2 values and Cramer's ϕ index of effect size for the comparison of cells, are shown in the table. The type of article, as defined here by its focus, was statistically (and meaningfully) different between the two periods. The percentages reflect a clear switch from more substance-oriented articles (that mainly refer to the process of psychological assessment and to theoretical aspects or reviews) to measurement-oriented articles. The latter are now the main focus of the journal. In contrast, articles aimed to enlarge our knowledge of theories and processes in psychological assessment are much less common, notably the articles of a theoretical nature.

An overview of the specific procedures used in measurement-oriented articles shows that factor analysis is indisputably the most frequently employed procedure, and has become even more salient in the last period. Two other commonly employed procedures are test elaboration and test adaptation, which seem to be equally represented within these measurement-oriented articles in the 1990s as well as more recently. A new procedure adopted in the last period is measurement invariance. Its incipience is an indication of how newer statistical approaches – in this case, structural equation modeling – are offering new possibilities in the field of measurement and testing.

Finally, the examination of the psychometric properties revealed that validity of assessment tools is given more attention than reliability in both periods; it may be noted that the figures in Table 3 do not refer to the percentages of studies in which psychometric data are reported, but to studies in which these properties are salient enough to be mentioned in the article's abstract.

Discussion

We have provided a detailed overview of the main characteristics of the articles that were published in the first years of existence of *EJPA* and in the last 5 years. We found that *EJPA* is an outlet with a consolidated and well-defined position in the field of psychological assessment, whose authors are mainly European. General assessment has declined in recent years, while the personality domain has become more prevalent. The use of personality questionnaires is very common and still growing. Increasing use was also found for multiple methods and instruments as well as computerized assessment. Substance-oriented articles have largely given way to more measurement-oriented articles, in which factor analytic procedures and validity seem to be common themes.

Some of these interesting results deserve further discussion. First, many authors are affiliated with German, Spanish, and Dutch institutions. There may be different reasons for this dominance. These figures are in line with recent bibliometric studies of productivity in psychology (Navarrete-Cortés, Fernández-López, López-Baena, Quevedo-Blasco, & Buela-Casal, 2010; Navarrete-Cortés, Quevedo-Blasco, Chaichio-Moreno, Ríos, & Buela-Casal, 2009). In addition, the dominance reflects the membership composition of the EAPA (European Association of Psychological Assessment), which is the association linked to the journal. On the other hand, the dominance also reflects a worrying tendency if it were to mean that *EJPA* becomes less global and more European. It could be argued that a wider representation of authors who work in the diverse areas of psychological assessment around the globe would "increase the diversity of ideas and criticisms" (Buela-Casal, Perakakis, Taylor, & Checa, 2006, p. 46).

Second, there is a tendency toward increasing complexity in assessment, including the use of multiple methods and instruments. However, it is important to note that this sophistication and technological complexity are invariably used in applications (in studies with a measurement-oriented focus) and not to broaden our knowledge of the assessment process (in studies with a theory-oriented focus). The broadened perspective that was intended in the redefinition of psychological assessment in German universities (Westmeyer, 1991) or that is covered in Spanish curricula (Fernández-Ballesteros, 1991) is not at all reflected in newer *EJPA* articles. The plea not to reduce psychological assessment to testing that was expressed by Fernández-Ballesteros in 1999 is still relevant.

Third, as happens with all journals, *EJPA* has become associated with a particular niche in its own field. More recent articles are more likely to deal with personality aspects, employ an adult sample from a normal population, use personality questionnaires or self-report scales, and to be measurement-oriented with the aim of elaborating or adapting an instrument and/or analyzing its factor structure. The underrepresentation of other domains or methods is not a consequence of deliberate editorial policy. In fact, the masthead policy specifies that papers on all domains of psychological assessment and on the assessment process may be published. Therefore, the much more narrow scope of published articles (in relation to the journal's editorial policy) may be the result of various factors, such as composition of the editorial board, previous publications, handling of the submission/revision process, visibility and extent of diffusion of the journal, reputation/impact, and suitability of the work for the journal scope.

Even with this incomplete coverage of the journal, the contents seem to be sufficiently inclusive of the diversity of psychological assessment. Various currently hot topics in assessment and methods are still missing in *EJPA* and their presence would be enriching and broaden the coverage of the journal. Thus, one could imagine that the ongoing debate about dimen-

sional/categorical diagnosis of pathology, which stems from the assessment of personality disorders and is related to the creation of the new, fifth version, of the DSM may be somehow covered (Brown & Barlow, 2009). As another example, the existence of culturally diverse workplaces has necessitated that current personnel selection processes take into account personality aspects intertwined with cultural elements (Hough & Oswald, 2000; van de Vijver, 2008). With regard to methods, a new type of sophisticated instrumentation – functional magnetic resonance imaging (fMRI) – is gaining popularity and acceptance because of the possibilities it opens up for neuropsychological research in clinical, neurocognitive, and developmental domains. As indicated by an analysis of articles indexed in PsycInfo, the use of fMRI has increased notably, becoming almost as widely used as EGG in 2006–2007 (Aue, Lavelle, & Cacioppo, 2009). Its noninvasive nature and the possibilities of taking continuous data, and therefore, tapping into ongoing processes, allows posing and resolving questions that cross different domains, that are susceptible of being answered for different populations – children included –, that produce ecologically valid answers, and that enable causal inferences. The inclusion of articles on these and other promising topics would make *EJPA* an even more comprehensive and state-of-the-art journal.

Our analysis has pointed to various trends, strengths, and weaknesses of the journal. We hope that it may help to invigorate and bolster the position of *EJPA* in the field of assessment.

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